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ABSTRACT

This presentation examined the preparation of vocational teacher educators for the present and the future. Traditional preparation has been effective in providing students with highly specialized knowledge, but the greatest need of the present and future was seen as providing vocational teachers and vocational teacher educators who are responsive and sensitive to the needs of youth and adults of all elements of our society. Competencies identified by the authors for our constantly changing society were a broad knowledge of the foundations of vocational education, broad and thorough knowledge of professional education principles and practices, broad knowledge in the supporting social sciences, broad understanding of research procedures and techniques and adequate background in an occupational field for a teacher educator's relevant application of educational principles. Features noted as essential to the vocational teacher educator program were comprehensiveness, integration, and coordination along with institutional commitment, a single administrative unit, experienced committed faculty, recruitment of graduate students with "new" concepts, a program of studies of both formal course work and activities (seminars, practicums, internships, and research), and an inservice program for vocational teacher educators. (EA)

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PREPARATION OF VOCATIONAL TEACHER EDUCATORS FOR AN EXPANDING ROLE OF VOCATIONAL EDUCATION IN THE TOTAL EDUCATIONAL SYSTEM

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PREPARATION OF VOCATIONAL TEACHER EDUCATORS FOR AN EXPANDING ROLE OF VOCATIONAL EDUCATION IN THE TOTAL EDUCATIONAL SYSTEM

INTRODUCTION

Opening Remarks

The AVA Convention theme this year is "The Place of Vocational Education in the Total Educational System." Our task this morning is to discuss the preparation of vocational teacher educators for an expanding role of vocational education in the total educational system. The fact that the Planning Committee for the Teacher Education Department decided to devote thirty minutes to the preparation of Vocational Teacher Educators is most encouraging. Whether we realize it or not, all of us are involved (directly or indirectly) in identifying, selecting and preparing vocational teacher educators. Moreover, it should be of interest to note that this year the topic of preparing vocational teacher educators is discussed independent of other related topics such as the preparation of leaders in vocational education, which has been the case in the past.

The correspondence we received from the program chairperson referred to the topic as "The Training of Vocational Teacher Trainers." We do not like to take issue with the phrasiology of the topic as stated by the committee, but we feel compelled to mention that vocational education has reached a point of maturity as a profession and we are entitled to be called vocational educators and vocational teacher educators and not "vocational trainers" or "vocational teacher trainers".

In keeping with the best traditions of academia, a search of the professional literature was made to find the "best" definition of

the concept, "vocational teacher educator". The definition which is probably most familiar to vocational educators is the one given by the AVA Publications Committee and states that a vocational teacher educator or "teacher-trainer" is:

> A professional person in the field of education responsible for the preparation and in-service training of teachers. Assist teachers or prospective teachers to secure the professional knowledge, ability understanding, and application which will enable them to meet certification requirements or to advance in teaching positions.[1]

Although the primary responsibility of a vocational teacher educator is the preparation of vocational teachers, it will be grossly misleading to assume that this is the only function required to be performed by the present day vocational teacher educator in a college or university setting. This definition, therefore, may be somewhat restrictive of the functions of the vocational teacher educator for an expanding role of vocational education in the total educational system.

The purpose of this presentation is to look at the preparation of vocational teacher educators for the present and for the future. More specifically, the presentation will be centered around four basic questions: (1) What is now being done?; (2) How well is it being done?; (3) What is being done to prepare educators for the changing role of vocational education?; (4) What more should be done? We realize that these are challenging questions, and we certainly do not have all the answers, but we will try to share with you our biases, prejudices and experiences.

Preparation of Vocational Teacher Educators in the Traditional Teacher Education Program

An analysis of the preparation of vocational teacher educators

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[1]Publications Committee, Vocational-Technical Terminology. (Washington, D. C.: American Vocational Association, 1971), p. 67.

in our traditional programs reveals some interesting findings. In the past, persons have moved into positions of vocational teacher education with limited preparation for such roles. The common pattern of educational preparation of vocational personnel for most service areas in secondary schools and community colleges has been one of early specialization in a content area. Successful classroom teachers in a given content area within vocational education have been encouraged to take graduate work which may lead to college teaching. Typically, the graduate program has been highly specialized with emphasis on both technical and professional competence in a particular vocational service area where

> ...large departments representing individual vocational service areas had developed and maintained their own doctoral programs. Partly, the maintenance of these programs had been at the expense of their students who "with advisement" had selected practically all of their major course work within the department.[2]

This type of preparation may have been effective in providing the individual with highly specialized knowledge, but afforded him no opportunity to acquire an understanding of the nature of the entire field of vocational education in the total educational system. Furthermore, a very limited effort was made to acquaint the student with the social, economic and political aspects of the society in which vocational education exists. But as Dean McComas pointed out:

> Unfortunately, this single verticle extension of courses and experiences does not mesh with the real world in which the new graduate will find himself. If he or she seeks employment at the university level within the next 10 years, he or she can expect to be a professor of vocational or occupational education which will be characterized by fused programs at the master's and doctoral levels and with some fusion at the undergraduate level. If, on the other hand,

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[2]James D. McComas, "Expanding Horizons Curriculum for Vocational Education--An Organizational Plan for the '70's", Emerging Teacher Education Curriculum Models Fourth Annual National Vocational-Technical Education Seminar Proceedings, (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971),p.7.

> the new graduate wishes to enter supervision or administration within a state department, public school, junior college or area vocational school, the ability to give direction to the total program already is very apparent. To knowingly perpetuate programs which limit the graduate's professional choices and career mobility borders upon intellectual dishonesty.[3]

It may be argued that the traditional preparation of vocational teacher educators no longer meets the needs of the changing role of vocational education in the total educational system because:

> In our affluent society and modern day technology, vocational and technical education, and more importantly, vocational technical educators have been "dubbed" narrow in their horizons for not providing a broad enough education for youths and adults. If this is the case, obviously the education which these educators have received has resulted in them a uniformly narrow and distorted view of modern life.[4]

Another problem with the traditional programs in developing vocational personnel has been the fact that many departments of teacher education have been preparing a variety of vocational education specialists such as teachers, teacher educators, researchers, administrators and curriculum specialists, through the same program with little or no differentiation in the student's pattern of courses. In the last few years, however, this practice of preparing all types of specialized professional personnel in vocational education through the same advanced graduate level program without some differentiation in their preparation is being increasingly questioned.[5]

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[3]James D. McComas, "Expanding Horizons Curriculum for Vocational Education--An Organizational Plan for the '70's", Emerging Teacher Education Curriculum Models Fourth Annual National Vocational Technical Education Seminar Proceedings, (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971), p.7.

[4]Carl J. Schaefer, "A New Breed of Leadership for Vocational-Technical Education", The Advanced Degree and Vocational-Technical Education Leadership (Washington, D. C., U.S. Department of Health, Education and Welfare, Office of Education, ERIC Reports, 1966), p. 5.

[5]Jack A. Culbertson, "Improving Programs to Prepare Leaders in Vocational and Technical Education", Fifth Annual National Vocational and Technical Teacher Education Seminar Proceedings (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1972) p. 32.

The Expanding Concept of Professional Personnel Development

As a nation we have been and will continue to be committed to three main economic goals: (1) economic growth; (2) highest possible employment; and (3) price stability. However, rapidly changing society demands and technological capacity emphasize the need for a national commitment to the development, maintenance and utilization of the skills and abilities of our human resources.[6] This situation demands a flexible and dynamic program of vocational and technical education, and we cannot afford to struggle with a system that is more concerned with its own perpetuation than with meeting student and society needs. The most important ingredience in meeting these needs is an educational system which includes an integrated vocational education component. This requires, among other things, vocational teacher educators who are prepared to assist teachers in the development of competencies relevant to the changing and expanding role of vocational education.

In the last decade several forces suggest changes in programs of professional personnel development in vocational education. Among these forces are: (1) a renewed interest and changing public attitudes toward vocational education which resulted in changes in legislation; (2) new approaches to vocational curriculum designs such as competency based curriculum patterns; (3) the changing nature of various interrelationships of vocational education with the local schools, state departments of education and the federal government; (4) the new concept of career education; (5) the expanding role of vocational education to serve better the needs of a higher percentage of both

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[6] U. S. Office of Education, The Education Profession-Annual Report on the People who Service our Schools and Colleges 1969-1970 as Required by the EPDA Act OE58032-70, (Washington, D. C., U. S. Printing Office, 1970), p. 51.

youth and adults including the disadvantaged and the handicapped in the total educational system that extends from elementary through the college level; and (6) accountability measures stipulated by the publics we serve.

The most dramatic of these trends has been the expanding role of vocational education brought about by the passage of the Vocational Education Act of 1963, the Vocational Education Amendments of 1968 and 1972 as well as the passage of the Education Professional Development Act (EPDA) of 1966. Especially significant to vocational teacher education was Part F of EPDA, which provided graduate level Fellowships in vocational education. These legislative provisions stimulated a period of massive transition in vocational education. The transition has been both quantitative and qualitative in nature. Quantitative, in terms of more vocational education for all who have needs, including the disadvantaged and the handicapped and in terms of; new programs, improved facilities, more sophisticated equipment and expanded research efforts. Qualitative, in terms of making vocational education more relevant to the needs of people as individuals and society as a whole. Since 1964 the increased interest in vocational education has resulted in a steady increase in vocational enrollment at all levels. This increase has been from 349,000 in 1964 to a projected 14 million by 1975.

Enrollment increases resulted in a corresponding demand for specialized vocational education personnel, especially the vocational teacher who, by traditional standards, has had the primary responsibility for the function of vocation education. The need for more teachers stimulated a corresponding demand for teacher educators. However, to prepare vocational teacher educators in the traditional programs and expect them to function effectively in an expanding role of vocational education in the total educational system is short

sighted at best and naive or misleading at worst. If we are to meet the challenges that are before us, we need new approaches to the development of vocational teacher educators. Vocational teacher educators with characteristics and competencies which may be quite different from those of vocational teacher educators who were prepared as specialists in a single vocational service area.

THE IDEALIZED VOCATIONAL TEACHER EDUCATOR OF THE FUTURE

An analysis of trends suggest need for changes in programs of vocational teacher education. Furthermore, it is clear that a new approach to the preparation of vocational teacher educators would result in a teacher educator, who should possess certain unique characteristics and competencies. Therefore, the problem is two-fold. First, the characteristics and competencies needed by the vocational teacher educator should be identified clearly; and second, the type of program that would develop these competencies must be designed. There is no simple and easy solution to these challenges that lie before us in the decade of the 70's.

In terms of competencies, it would be a formidable task to attempt to list all the needed competencies of a vocational teacher educator, although some attempts have been made in the last few years to identify such competencies for the vocational teacher. We may have to do the same thing for the vocational teacher educator! Experience has shown, however, that a vocational teacher educator should have a (an):

1. Broad knowledge of the foundations of vocational education, its mission in preparing youth and adults for the world of work and its place in the total educational system.

2. Broad and thorough knowledge of the principles and practices of professional education related to the process of teaching and learning as they are applied to vocational education.

3. Broad knowledge in the supporting social sciences such as psychology, economics, sociology, and political science as they contribute to an understanding of the complex society in which vocational education exists.

4. Broad understanding of research procedures and techniques necessary to be both an intelligent consumer and producer of research.

5. Adequate background in an occupational field upon which the teacher educator may draw for relevant application of educational principles.

These broad categories of competencies would be the minimum requirements for vocational teacher educators to function effectively in an expanding role of vocational education in the total educational system and in a constantly changing society brought about by technology and education. More specifically, the vocational teacher educators of the present and future:

> ...must be trained in doctoral programs which are as broad and deep as the other disciplines. They must be both specialists in vocational education and behavioral scientist as well. This is necessary because they must be able to understand and assess the trends of environmental and social change. They must be trained as to be competent consumers of behavioral science research if not researchers themselves. They must be able to comprehend the complex interrelationships of our social system and its many component subsystems, and to appraise system change in terms of new inputs and resulting organizational modifications. They must be able to relate their own profession to industry, to government, and to education in general. They should be able to conceptualize the new emerging relationships and set new goals for their field.
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> The challenge which will face us in preparing youth and adults for the world of work can be examined in terms of new demands created by a changing society for the roles people will be expected to assume. These demands can be considered in the broad framework of five types of capacities: (1) technical skills, (2) social skills of relating to others, (3) adaptive personality traits, (4) conceptual skills, and (5) the ethical or moral orientations of the person. (Vocational Education does not, of course, stop at the first level of technical skills). The continuing changes in our society are effecting the nature of the skills expected at all five levels.[7]

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[7]Daniel Katz, "A Doctoral Program in Vocational Education as a Behavioral Science", The Advanced Degree and Vocational-Technical Education Leadership, (Washington, D. C.: U. S. Department of Health Education and Welfare, Office of Education, ERIC Reports, 1966) p. 20.

A teacher education program which can produce vocational teacher educators with broad competencies must include the five basic components outlined above. In addition, it must contain the elements of comprehensiveness, integration and coordination.

FEATURES ESSENTIAL TO THE PREPARATION OF VOCATIONAL TEACHER EDUCATORS

Although the three features of comprehensiveness, integration and coordination and the three components (behavorial science, professional education and technical subject matter) are essential for a well-balanced teacher education program, each feature and each component may vary in degree among institutions depending on the institutional setting and resources. Comprehensiveness of the program refers to the program's ability to be representative of the various vocational service areas. Integration of the program refers to the program's ability to interrelate experiencies within the various service areas into an applied discipline of vocational education, to interrelate vocational education and the various phases of professional education, as well as to interrelate vocational education, professional education and the supporting disciplines of social sciences and selected technological areas. Coordination of the program refers to the ability of the program to provide a meaningful construct for interrelating a wide variety of diverse experiences available in the university setting, the state department of education, the federal government and the local public schools.

The Institutional Setting

In order to develop an integrated vocational teacher education program capable of providing the diverse professional experiences needed by the vocational teacher educator, the institutional commitment is among the first concerns. The climate of the institution should be such that vocational teacher education is considered to be

an important and integral function of the institution which is of equal status with other disciplines. A strong Graduate School supportive of professional education is also a necessity. Finally, flexible programmatic standards with options for individual students, departments and divisions as well as adequate resource allocation are needed ingredients for a successful program.

Administrative Unit Responsible for Coordinating and Integrating All Facets of Vocational Teacher Education

Depending on the institutional setting, one of the primary concerns for a comprehensive and coordinated vocational teacher education program is the establishment of a single administrative unit responsible for the coordination and integration of all aspects of vocational teacher education. Traditionally, most vocational teacher education programs have been organized on a service area basis. In the last decade, however, we have evidence of a trend toward consolidation of the various vocational service areas into a single administrative unit. But, as McComas has stated:

> We have learned very quickly that a single unit for all vocational service areas does not in itself assume a unified and articulated undergraduate or graduate program. However, I am convinced that a single unit does provide the most hope for initiating the needed changes in both undergraduate and graduate programs. There are many arrangements which one could have within such a single unit which would continue to recognize the individual specializations and meet larger goals as well. However, the director, head, chairman, coordinator or whatever title the administrator of the unit has, must have both financial and program leadership and authority vested with him or her. I am not optimistic about other arrangments which do not provide specifically for these two conditions. I have less hope for arrangments where the specialities retain departmental or pseudo-departmental status. I feel there must be secondary to the total unit. More is needed than coordination. Further, it is my bias that the unit should be under the supervision and administration of the college of education for a variety of reasons which include this college's responsibility for providing for the professional education of teachers. It is the only college on the university campus which has this as its primary purpose.

> I am pragmatic enough to know that what I have proposed may not be possible at this time on many campuses. However, there are compromises which could be made to provide total programs in occupation education.[8]

An analysis of the various administrative organizations which exist in various institutions preparing vocational teacher educators may fall in one of four types. First, the single departmental unit as described above which includes all vocational service areas within the College of Education. In this type of administrative organization the department chairman is fully responsible for the overall administration and integration of vocational education with each service area directed by a coordinator. This type of unit has sufficient flexibility to permit overall coordination and integration of vocational education at the departmental level without inhibiting the unique contributions that each service area can make to the field. Second, the divisional organization within a college with each service area being a department in the division. This arrangement, although somewhat similar to the first type, frequently has less flexibility than the first. Third, an informal administrative unit within the college coordinated by an Associate Dean or by the Dean of the college. Fourth, the vocational teacher education council arrangement whereby the various service areas or teacher education activities are organized under separate departments which may be interspersed in several different administrative divisions of the college or university. Although all four of these administrative arrangements have advantages and disadvantages, it seems to us that the single departmental unit provides the best structure to maximize a comprehensive vocational teacher education program.

8James D. McComas, Op. Cit., p. 9.

Some of the advantages of such a unit are that it provides:

1. An efficient use of resources by eliminating redundancy and overlaping of courses and/or experiences.

2. For the integrative function through departmental courses and allows each service area to offer courses unique to that area.

3. Flexibility in terms of student and faculty needs.

4. Improved coordination among the various service areas and better articulation with the state department of education, the federal government and local school systems.

5. Effective coordination and integration of vocational education, professional education and the supporting disciplines within the university.

6. More economical and unified approach to budgeting and planning.

Experienced Faculty

The success of a single administrative unit cannot be assured without the commitment of a willing faculty to work within this new environment. Furthermore, this type of a program requires competent faculty members with broad occupational experience who exploit new approaches to instruction, research and leadership development, and who place emphasis upon the commonalities which exist among the personnel development patterns of the various service areas as well as upon the unique features requiring differentiated strategies. At present, one of the most critical problems to overcome is resistance of the teacher educator who is called upon to teach courses with content that is common to the several service areas.

> The teacher educator who is responsible for teaching comcomality courses in vocational-technical education must readily accept the fact that he is a director or manager of learning and not a dispenser of knowledge. It is totally impossible for any one individual to provide all the examples and illustrations that are essential in a commonalities class or curriculum.[9]

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[9]E. Edward Harris, "How Shall Teacher Educator Teach a Core Course?", Emerging Teacher Education Curriculum Models Fourth Annual National Vocational-Technical Teacher Education Seminar (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1971), p. 128.

The flexibility and adaptability of faculty members to new and challenging situations become factors for careful consideration since an integrated and coordinated teacher-education program necessitates that faculty members from different service areas and diverse backgrounds, philosophies and attitudes must work together either on various committees, or in the team teaching of various courses.

Entering Student Capabilities

In a coordinated and integrated program to prepare vocational teacher educators, the capabilities, goals and interests of students must be considered carefully. As stated previously, the traditional vocational teacher education programs involved students who were graduates of a single service area baccalaureate program or who opted to become vocational teacher educators knowing very little about the role of a teacher educator.

A general pattern of criteria used to select prospective teacher educators has been that the candidate must have: (1) a master's degree from a recognized institution in a specific vocational service area; (2) three or more years of teaching and/or administrative experience; (3) achieved a certain score in the GRE or MAT; and (4) several encouraging letters of recommendation from professionals in vocational education. These may be valid criteria for selecting graduate students, but they by no means assure that the individual so selected possesses the attributes required to become a successful vocational teacher educator. This is especially true since we do not really know the required competencies of the final product. Therefore, this selection process has been based upon professional observation and experience rather than on the results of systematic research.

As vocational education programs expand within the total educational system, this problem becomes even more critical. First, individuals with broader backgrounds are needed in greater numbers. Second, we need individuals with new capabilities such as being able to relate to the disadvantaged. These desired capabilities may have been developed outside the field of vocational education such as through the social sciences or special education.

Therefore, one of the traditional practices that needs to be changed is the recruitment of graduate students only from our traditional service areas. Consideration must be given to more broadly based talent pools than have been considered in the past. Furthermore, we need individuals who are committed to the integrated concept of vocational education rather than those who perceive vocation education in terms of their narrow service area orientation. They must possess characteristics which will enable them to function in the expanding role of vocational teacher education. We do not know at this point how these characteristics and qualities can be assessed at the entrance level. We do believe, however, that they are critical factors and ways must be found to identify and assess them.

Program of Studies

A coordinated program of studies for the preparation of vocational teacher educators should consist of (1) educational activities associated primarily with formal course work and (2) activities associated with seminars, practicums, internships and research.

Further, the program of studies should be integrative in nature and involves two levels of integration in the institutional setting. The first level of integration and coordination is between vocational educational activities and those of the supporting disciplines

such as the social sciences including economics, sociology, psychology, etc.; the field of professional education which may include educational psychology, curriculum and instruction, educational administration, guidance and counseling, special education, etc.; and finally the technical disciplines or subject matter areas of engineering, agriculture, business, home economics, etc.

The second and most important level of integration is the integration of the various vocational service areas such as agricultural education, business education, distribution education, home economics education, industrial education, and health occupations education. The typical integrated vocational teacher education program is segmented into two basic components. Those instructional experiences which seek to develop competencies that are unique to the professional needs of the prospective teacher in a particular service area and those instructional activities which seek to develop competencies that are common to all vocational teacher education teachers. This latter part has been referred to by a number of names such as core, integrated, fused, interdisciplinary, across-the-board, etc. The common experience needed by all vocational teacher educators can be structured as formal coursework consisting of a number of courses or it can be structured as a series of seminars and practicums or a combination of the two.

In addition to the experiencies gained by the vocational teacher educator in an integrated program as outlined above, are the experiences gained during the internship phase of the program. The internship component of the integrated program is a unique feature which has not been fully realized in vocational education. Even though several institutions have established the internship as an integral part of their programs during the past few years with very satisfactory re-

sults, its full potential has not been realized, yet, in preparing vocational teacher educators.

The strength of a coordinated and integrated program for the preparation of vocational teacher educators as presented here lies in the fact that integration and coordination can be achieved without sacrificing the identity of the various vocational service areas.

In-service Preparation of Vocational Teacher Educators

The coordinated and integrated program as presented has dealt primarily with the pre-service preparation of vocational teacher educators. However, in an expanding role of vocational education in the total school system, the in-service preparation or up-dating of vocational teacher educators is a problem that has not been dealt with effectively.

For those individuals who are presently enrolled in advanced graduate programs and for those who will enter the programs of institutions which provide coordinated and integrated experiencies the problem should not be as critical as it may be for older vocational teacher educators since there has been a noticeable lack of systematic and planned activity related to the up-dating of the competencies of vocational teacher educators. Among the few experiencies structured for that purpose during the past several years have been a limited number of seminars such as those offered by the Center for Vocational and Technical Education. Other isolated programs may have occurred in various states; however, there have been too few organized efforts to provide systematic up-dating of the competencies of practicing vocational teacher educators. There is a need to be met in this area and this need becomes more acute every day as the role of vocational education is expanding in the total educational system. Maybe the time has arrived for us to start doing something for our own improvement!

SUMMARY

The purpose of this paper was to outline a program for preparing vocational teacher educators to function effectively in an expanding role of vocational education in the total educational system. In our attempts to improve programs for the preparation of vocational teacher educators as well as vocational teacher education programs in general, it should be kept in mind that the greatest need in vocational teacher education today and of the future is to provide vocational teachers and vocational teacher educators who are sensitive and responsive to the needs of youth and adults of all elements of our society. Furthermore, the vocational teacher educator should keep in mind that the learner is the most important component in the teaching-learning process but the teacher as a facilitator of the learning process is still critical to the success of the process.[10]

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[10]B. G. Woods, "Designing Programs for the Education of Teacher Educators, Columbus, Ohio: The Ohio State University, August 3, 1973.

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